

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Barbara Long

Official School Name: Rising Star Elementary School

School Mailing Address: P.O. Box 37
Rising Star, TX 76471-0037

County: Eastland State School Code Number: 067908101

Telephone: (254) 643-2431 E-mail: blong@risingstar.esc14.net

Fax: (254) 643-1002 Web URL: http://www.risingstarisd.com/index1.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Max Thompson Superintendent e-mail: mthompson@risingstar.esc14.net

District Name: Rising Star Independent School District District Phone: (254) 643-1981

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Howard Lawrence

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 5623

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 13
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	6	5	11		6	4	6	10
K	8	6	14		7	0	0	0
1	6	9	15		8	0	0	0
2	10	9	19		9	0	0	0
3	11	11	22		10	0	0	0
4	7	11	18		11	0	0	0
5	10	7	17		12	0	0	0
Total in Applying School:								126

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
21 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
76 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 36%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	21
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1, 2009	132
(5)	Total transferred students in row (3) divided by total students in row (4).	0.36
(6)	Amount in row (5) multiplied by 100.	36

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 6

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 76%
 Total number of students who qualify: 96

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>21</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	98%	97%	96%	96%
Daily teacher attendance	97%	98%	97%	97%	95%
Teacher turnover rate	0%	38%	0%	0%	25%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rate 2008-2009: 38% one teacher retired, one teacher took a job with a shorter commute, and one teacher resigned because her husband took a position as principal in another school.

Teacher turnover rate 2005-2006: 25% one teacher died of cancer and one teacher resigned mid-year due to health reasons.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Rising Star Elementary, originating in 1913, is a small Texas school located in the center of the rural community of the same name. An inviting campus, school personnel exhibit a close connection with students, parents, and community members. We are approximately 24 miles south of Interstate 20 between the cities of Dallas/Ft. Worth and Abilene. With a population of 897, we continue to strive toward a strongly linked community.

The Rising Star community began in 1874 when seven families moving westward in search of their dreams found this area ideal for raising their children. With fertile land and water for livestock and crops, Rising Star became their home. The unique name of the town came much later as the population grew. After deliberating throughout the night without success, they became aware of the morning star twinkling in the sky. This revelation led to the decision to adopt the name of "*RISING STAR*".

Generations later, Rising Star is now well-known for one of the largest green houses in central Texas, a trade day's market, and monthly antique auctions. A bank branch, grocery store, post office, nursing home, farm store, and a hardware store provide basic services. The Rising Star community is home to prize winning animals and two dairies.

Concerning community demographics, approximately 22% of households have children under the age of 18. In our community approximately 37% of our citizens are 65 years or older with the median age of 53. The median household income is approximately \$29,000 with 35% of the community below the poverty line. The market value of homes is \$21,126. Also, 11% of our households do not have access to private vehicle transportation. Concerning education, 76% of citizens age 25 and older are high school graduates with 11% earning a bachelor's degree or higher. However, 24% of the community's population includes dropouts not enrolled in school and who have not graduated from high school.

Rising Star Independent School District, the community's largest industry, currently employs 43 personnel and educates 216 students in Pre-Kindergarten through grade 12. Rising Star Elementary employs 21 staff members and serves 129 students in Pre-Kindergarten through grade 6. The mission of Rising Star Elementary School is to assist these students in developing academic achievement, character, social skills, team work, and the work ethic to be successful lifelong learners.

The strength of Rising Star Elementary may be summed up in one word: family. As a small school, we have the opportunity to develop strong relationships with each student, parent, and staff member. Because we recognize that education is a "people" profession, we value and develop relationships on a daily basis. Our small classes permit us to individualize more readily and contact parents daily. Importantly, all our teachers meet Highly Qualified requirements. Ongoing communication is the key to our strengths, and we do not take it for granted.

The traditions at Rising Star Elementary arise from our desire to make our campus a "community" campus. Families enjoy Meet the Teacher Night in August, a Thanksgiving meal, and award ceremonies. Students enjoy Accelerated Reading contests, awards, and an annual field trip acknowledging their successes in reading. Additionally, the active Parent Teacher Organization conducts a book fair each fall. The students greatly enjoy the opportunity to read new books. Profits from the book fair paid for students to take part in an educational field experience to Medieval Times in Dallas, Texas. Along with reading, music brings our community together at fall and spring concerts as well as at selected football games where our 6th graders march with the high school band during halftime performances.

Along with traditions, accomplishments of Rising Star Elementary are a source of pride. Recent accomplishments for outstanding student achievement include:

- Texas Business and Education Coalition 2008, 2010 Honor Roll
- Texas Education Agency Exemplary School 2009
- Title I Certificate of Commendation, Distinguished Performance School 2009
- Texas Education Agency Recognized School 2006, 2007, 2008, 2010
- Texas Education Agency Gold Performance 2006, 2007, 2008, 2009
- UIL Academic Champions 2005, 2006, 2007, 2008, 2009, 2010

Rising Star Elementary would like to add to this list of accomplishments the prestigious recognition as a National Blue Ribbon School. Recognition for our academic achievements means that the commitment of the students, parents, faculty, staff, administration, and community has culminated into proof that dedication and active participation does indeed bring tremendous results. Earning the National Blue Ribbon School honor would stand as proof of our accomplishments. We believe that our children are our most valuable treasure and deserve a “no excuse” approach to learning each and every day they come to school. At Rising Star Elementary NO child, parent, faculty, staff, administrator, or community member is left behind, and which in all humbleness, makes our campus deserving of the distinction as a 2011 National Blue Ribbon School.

1. Assessment Results:

Texas schools are given a school accountability rating determined by The Texas Assessment of Knowledge and Skills (TAKS) test. TAKS measures a student's mastery of the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Each student subgroup must meet the standards set by the Texas Education Agency. Rising Star Elementary subgroups consist of Hispanic, White, and Economically Disadvantaged.

In Texas, a campus can earn one of four ratings: Academically Unacceptable, Academically Acceptable, Recognized, or Exemplary. To be rated Academically Acceptable, 70% or more of each subgroup must meet minimum standards on the reading portion of the TAKS test. Additionally, 60% or more of each subgroup must meet minimum standard requirements of the math portion of the TAKS test. To be rated as Recognized 80% or more of each subgroup must meet minimum standards in both reading and math on the TAKS test. To be rated as Exemplary, 90% or more of each subgroup must meet minimum standards in both reading and math on the TAKS test. The score necessary to meet minimum passing standard for each section is 2100.

The TAKS results are also used to determine each campus' Adequate Yearly Progress (AYP) status as defined by No Child Left Behind (NCLB). Rising Star Elementary has met AYP every year since the inception of NCLB. Rising Star Elementary has received a "Recognized" rating four of the past five years. In 2008-2009 our school achieved an accountability rating of "Exemplary", the highest rating offered by the state.

In 2009-2010, Rising Star Elementary received Gold Performance Acknowledgements from the state assessment system for attendance and the number of students receiving commended performance on Reading/ELA, Writing, Mathematics, and Science. To receive a commended performance designation, students earned a minimum scale score of 2400. In 2009-10, 51% of our students were commended for their performance on the TAKS reading test with 42% of that group being economically disadvantaged. Additionally, 46% of our students were commended for their performance on the TAKS math test with 43% of that group being economically disadvantaged.

Special education students unable to take TAKS per the Admission, Review, and Dismissal (ARD) process decision are required to take an alternative assessment: the Texas Assessment of Knowledge and Skills Modified (TAKS Modified), Texas Assessment of Knowledge and Skills Accommodated (TAKS Accommodated), or Texas Assessment of Knowledge and Skills Alternative (TAKS Alt). TAKS Alt is for severely handicapped children. TAKS Modified and TAKS Accommodated are for students who are not able to take the regular TAKS test. Students who are tested in Special Education must meet the same high standard as our regular education students. On the 2010 TAKS assessment, 33% of Special Education students were commended in reading and 40% of Special Education students were commended in math.

Concerning trends over the last five years in reading, Rising Star Elementary has performed consistently at an exemplary level. Within that time period the lowest performance level in reading was 94% in 2008 which improved to 98% in 2010. Also, Rising Star students performed at a high level in math during the last five years with the lowest level of 85% in 2009 to an improved 98% in 2010.

Importantly, concerning Commended Performance which signifies achievement of the highest performance level, in reading Rising Star students continued to make significant gain (11%) over a five year period. In math, students also made a strong gain (5%) over a five year period. This indicates that students are passing the reading state mandated test at an exemplary level rather than a minimum passing

level. Information on state assessment results may be found at <http://www.tea.state.tx.us/student.assessment/>.

Rising Star Elementary has been recognized by the Texas Business Education Coalition for high academic performance in 2008 and 2010. The TBEC Honor Roll places an emphasis on the number of students who score at the state's highest standard, "Commended", on all tests. For more information about the Texas Business Education Coalition Honor Roll view their website at www.tbec.org.

2. Using Assessment Results:

Rising Star Elementary faculty and administration acknowledge that the acquisition of skills at each grade level provides a strong foundation of learning that will continue to be built upon each successive year.

We are committed to using assessment results from multiple sources to guide the direction of our instruction. Various tools, the Accelerated Reading program, district benchmarks, and Achievement Improvement Monitoring System (AIMS web) are used to drive instruction. Careful analysis of these results, in addition to using the disaggregating program Academic Excellence Information System (AEIS-IT), and more recently Eduphoria, gives a detailed snapshot of the academic strengths and weaknesses of each student. Faculty can then collaborate to design an instructional plan to put all students on track for success.

Data analysis begins with Pre-Kindergarten compiling portfolios and checklists to monitor the progress of students. As students advance to Kindergarten through second grade, teachers utilize the Texas Primary Reading Inventory (TPRI), AIMS web, Accelerated Reading program, and fluency checks. Teachers in grades three through six use Texas Assessment of Knowledge and Skills (TAKS) data to design lessons based on individual mastery of Texas Essential Knowledge and Skills (TEKS). Adjustments are made in teaching strategies to provide intensive and continued focus in the areas needing improvement. Multiple benchmarks using released TAKS tests from prior years provide additional opportunities for building confidence and improving mastery of essential concepts and skills.

Based on TAKS results and class performance, students performing below expectations participate in an Optional Flexible Year Program (OFYP) during the last week of school. During this time, instruction is reserved for those students, and lessons are targeted to their specific needs. Students not in need of this week-long program do not attend school the week of OFYP instruction per a Texas Education Agency approved waiver. OFYP provides students and teachers an opportunity to readily work one-on-one and in small groups. Moreover, throughout the year and prior to summer break, Rising Star teachers partner readily with parents concerning student needs and recommended home review.

All teachers use these assessments to meet the individual needs of students and provide strategic, differentiated intervention as needed, including peer-tutoring, ability grouping, and additional remediation through the school-wide Title I program. Teachers continually adjust instruction and interventions to meet the changing needs of every student. In addition, teachers are mindful of the importance of encouraging students who are not at-risk to continue to strive for excellence.

3. Communicating Assessment Results:

Rising Star Elementary uses a variety of methods to communicate assessment results. Our initial contact with parents occurs the week prior to the beginning of school at Meet the Teacher Night. Parents and students are encouraged to attend and become familiar with their classroom, teacher, and expectations for the coming school year. This alleviates anxiety students may have in moving to a new classroom. We are a Title I campus and parents, teachers, and students sign a compact pledging to do their best to assure each student experiences success.

We communicate with parents on a weekly basis through the use of Monday folders which contain the student's graded work for the previous week. A weekly newsletter from the principal detailing events and

activities for the coming week is included. The newsletter is also included on the school webpage at www.risingstarisd.org. Families that have internet connection can access information about students through this website. Teachers may also be contacted through email. Parents may access student grades daily through our school's online parent portal.

Many families do not have internet access and the classroom teachers send a weekly calendar in the students' Monday folder with space for teacher and parent correspondence. Families are provided the teacher's conference schedule and telephone number for conferences by telephone. Each student receives a progress report at three weeks and a report card at the end of each six week grading period.

We informally meet with parents to discuss their child's progress and suggest ways they can help their child at home. This is an opportunity to establish a partnership with parents in helping students achieve mastery of the TEKS. We strive for our students to take ownership of their learning by promoting awareness of their strengths and weaknesses. Teachers daily provide verbal feedback regarding each student's classroom performance and assessments.

Our local newspaper, The Rising Star, informs our parents and the community about our school's accomplishments. The Texas Education Agency provides an annual School Report Card which we send home to parents of all students on our campus along with a letter of explanation in the child's home language. This report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios. Additionally, the community, including parents, may view printed copies at the Administration Office or online at <http://ritter.tea.state.tx.us/perfreport/src/2010/index.html>.

Effective communication is essential in promoting our success. In our community the school is a source of pride. Parents, community, and our school family are proud to provide our students the care, support, and encouragement to excel and succeed in life.

4. Sharing Lessons Learned:

Rising Star Elementary is a family that shares ideas, experiences, and lessons learned. Teachers informally collaborate daily during their work periods, at lunch, in faculty meetings, or after school. More formal collaboration occurs during district faculty meetings and regional workshops. Attending Region XIV Educational Service Center workshops, our teachers have the opportunity to share what works for us with teachers from other school districts. The Region Center serves approximately 50,000 students in 43 school districts located in 13 counties. Over 3,900 professional educators and 200 administrators are included in the Region XIV service area, and for that reason the Region Center is key to our efforts to communicate successful strategies with other school personnel in Texas.

At professional staff development meetings, teachers from other schools often ask how we achieve and maintain our high level of academic achievement on the Texas Assessment of Knowledge and Skills (TAKS) and in University Interscholastic League (UIL) academic contests which extend academic learning to a competitive, voluntary setting. Our school has been the UIL Champion for six consecutive years. We are pleased to have almost all of our students participate and place in one or more events. We share how we help students to master academic content and prepare for competition with neighboring schools. When hosting the UIL academic meets we have demonstrated the Lone Star Math program to teachers from other school districts. Teachers from other school districts have initiated telephone calls to inquire about our math, science, and writing success and we share our strategies.

Our principal attends the Regional Advisory Council meetings at ESC Region XIV alternate months to keep abreast of information about new mandates, legal requirements, availability of federal funding, assessment information, curriculum recommendations, webinars, online trainings, distance learning offerings, upcoming professional development opportunities, and conferences. These meetings serve as an excellent resource by providing opportunities for administrators to develop relationships with those who are in the same position throughout our region.

Additionally, teachers have attended the National Math Conference in San Antonio, Texas and upon their return shared their exciting math conference experiences. Teaching methods gleaned from the math “spin out” sessions featuring teachers demonstrating their best practices have been applied in our classrooms with great success. These sessions were an excellent opportunity to network with teachers from across the nation to share ideas, conversation, and best practices.

Because we believe in cooperative learning, we look forward to sharing our successes in a way that can help other students achieve. We recognize that other schools have shared with us so the atmosphere of cooperation is heartfelt at Rising Star Elementary.

1. Curriculum:

The Texas Essential Knowledge and Skills (TEKS) is the foundation of the Rising Star Elementary curriculum. We strive for excellence in each of our core curriculum areas by incorporating different learning styles into our instructional methods. Technology is an essential component in each of our core curriculum areas, and we also engage our kinesthetic learners by incorporating hands-on projects and experiments.

Reading is an essential part of every content area addressed at Rising Star Elementary. Students acquire foundational reading skills using accepted techniques in phonemic awareness, vocabulary, fluency, comprehension, spelling, grammar, and important critical thinking skills. Our teachers believe that reading, writing, listening, and speaking are interrelated, and students must be provided an opportunity to practice these TEKS components across the curriculum in meaningful ways. To develop decoding skills, teachers incorporate predictable and patterned books which provide our students with engaging language and print experiences. Students develop vocabulary and fluent reading skills which lead to comprehension. Importantly, students are exposed to different genres and diverse cultural reading. Monitoring and assessing of student success is done through benchmark testing and data analysis using the computer-based program Eduphoria.

Math is a major curriculum component at Rising Star Elementary. Working in small groups, with partners, and in whole class instruction, a wide variety of manipulatives are used to model math in a concrete setting. The students enjoy interactive learning. Daily spiral review addresses specific instructional targets and provides daily practice with problem solving skills. Importantly, critical thinking skills are applied to real world scenarios to reinforce the philosophy that math is a language beyond the walls of the classroom. Computer software programs supplement the curriculum and are available to all students daily.

Social Studies are comprised of civic duties, governmental participation, history, and geography. Students engage in hands on activities including mock Presidential election voting. Additionally, each spring grades 2 and 5 participate in a 10-week program sponsored by Star Council in Stephenville, Texas. This curriculum provides substance abuse education and empowers students to choose a substance free lifestyle; the students examine appropriate responses to peer pressure and bullying scenarios. All grades participate in character education which emphasizes the value of cooperation, honesty, tolerance, and other important character traits. All students participate in National Red Ribbon Week and enjoy lessons conducted by high school leaders who they see on the football field, in the band, and at pep rallies. Also, in grade 5 students participate in a 10-week drug prevention program sponsored by the Foundation for a Drug Free World. Importantly, the presenter is a local police officer with whom the children know and openly interact.

Science centers upon a curriculum that supports inquiry development, cooperative learning, laboratory techniques, and data acquisition. Hands on activities take place in each grade level as does the use of technology. Students enjoy virtual field experiences as well visits to the Anson Jones Planetarium in Abilene, Texas, a local nursery, and the Museum of Natural Science in Fort Worth, Texas. Students connect classroom learning to the real world and an appreciation for science application is a reality for our students.

Visual and Performing Arts is an enjoyable and important component for our students. Students in grades 2-6 may participate in a multi-school competition in Storytelling and Oral Reading. Students in grades 3-6 may compete with area students in Music Memory to increase music appreciation of major composers, their lives and their music. Students in grade 4 are introduced to group music using recorders. Students in grades 5 and 6 progress to band instruments and work daily with a band director; they present two

concerts to the public. Additionally, the 6th graders march with secondary students during halftime at selected football games and participate in competitions with outside judges. All students participate in art activities within the classroom. Students may participate in a multi-school competition for grades 4-6 in which they learn to recognize various works of art, the artists who created them, and art history. Each student who participates in visual and performing arts contests is recognized at a community-wide evening awards ceremony.

Physical education, health, and nutrition programs are important curriculum components at Rising Star Elementary. Although not required by state mandate, students participate daily in physical education class. An annual track and field day takes place the last week of school and celebrates fitness in the spirit of competition. Health and nutrition lessons are taught by each classroom teacher and the school nurse. Personal hygiene is emphasized through modeling and multi-media lessons. Age appropriate posters promoting health and nutrition are visible throughout the campus. Also, third graders visit the interactive Safety City mock community in Abilene, Texas which promotes bike, pedestrian, and car safety. All students visit the local fire station during National Fire Prevention Week.

2. Reading/English:

The Texas Essential Knowledge and Skills (TEKS) is the foundation of the Rising Star reading curriculum. The implemented curriculum blends state textbook adoptions with district approved research-based programs, and campus level enrichment resources that have proven effective in every grade level.

Because the TEKS are researched-based and correlate with state mandated testing in appropriate scope and sequence, Rising Star Elementary finds merit in building the curriculum based on these standards. The result of following the TEKS has been paramount in our students' reading success. Teachers use a variety of assessment tools to check for understanding and growth. Utilization of the Texas Primary Reading Inventory (TPRI) in Kindergarten through Grade 2 enables teachers to assess and progress monitor students' reading and provide intervention techniques as specific needs arise. AIMS web is also used as an assessment and monitoring tool beyond Grade 2.

Students acquire foundational reading skills using accepted techniques to teach phonemic awareness, vocabulary, fluency, comprehension, spelling, grammar, and important critical thinking skills. To support the above curriculum, Kindergarten through second grade use the Science Research Associates (SRA) program, and third through fifth grades employ the use of the MacMillan McGraw Hill textbook series. The sixth grade uses the Holt McDougal textbook series as students transition to the middle school adopted series. Some grade levels also use the Lone Star Reading program called Target Reading which is a spiral review that actively involves students in reading passages together and reinforcing previously taught elements and concepts. In addition, novels are used to spark interest in reading and enhance critical thinking.

Students who perform below level receive small group and one-on-one instruction with the Title I teacher, and progress is communicated with the classroom teacher and the parents on a routine basis. Computer programs such as MySatori, Orchard, and My Reading Coach are also used to enhance learning and strengthen problem areas. Students who have not achieved an appropriate reading level are required to participate in the Optional Flexible Year Program (OFYP), a state-approved tutorial program in which Rising Star elects to participate. OFYP provides targeted instructional time to meet specific needs in small group and one-on-one settings.

The Accelerated Reading program improves reading comprehension and fluency. Students are encouraged to achieve personal goals. Each class is inspired to read more books as it competes to win the honor of displaying the Accelerated Reading classroom trophy for a six weeks period.

3. Mathematics:

The Texas Essential Knowledge and Skills (TEKS) is the foundation of the Rising Star math curriculum. The implemented curriculum blends state textbook adoptions with district approved research-based programs, and campus level enrichment resources that have proven effective in every grade level. The result of following the TEKS has been paramount in our students' math success. Additionally, teachers use a variety of assessment tools to check for understanding and growth. Utilization of AIMS web in Kindergarten through Grade 6 enables teachers to assess and monitor students' math progress and provide intervention techniques as specific needs arise.

To support the curriculum Rising Star Elementary utilizes a combination of the math textbook adoptions and other supplemental programs. The Houghton Mifflin textbook series is used in Kindergarten through fifth grade. The Holt mathematics textbook is used in sixth grade. Both programs contain spiral reviews, problem solving attack skills, and strategies based on the TEKS for each grade level. CSCOPE, a curriculum support system fully aligned to the TEKS, is utilized at each grade level.

All grades also integrate the Lone Star Math program. In this intensive TEKS supported spiral review, students are exposed daily to objectives and given the opportunity to practice skills. Every two weeks the spiral is repeated, and with each cycle the questions become increasingly more difficult. Lone Star Math also includes a problem solving component called "Target the Question," which focuses on helping students learn specific strategies for attacking word problems. "Target the Question" is in alignment with the National Council of Teachers of Mathematics Principles and Standards for School Mathematics.

Frequent benchmark testing and previously released TAKS tests are used in conjunction with the Eduphoria and AEIS-IT programs to disaggregate data in order to identify each student's strengths and weaknesses. Students who perform below level receive small group and one-on-one instruction with the Title I teacher, and progress is communicated with the classroom teacher and the parents on a routine basis. Peer tutoring is also utilized.

Computer programs such as MySatori, Orchard, and Otter Creek are also used to enhance learning and strengthen problem areas. Students who have not achieved at an appropriate level are required to participate in the Optional Flexible Year Program (OFYP), a state-approved tutorial program in which Rising Star elects to participate. OFYP provides targeted instructional time to meet specific needs in small group and one-on-one settings.

4. Additional Curriculum Area:

At Rising Star Elementary, we acknowledge the importance of teaching critical thinking and reasoning skills to students, and we view the study of the sciences as an effective avenue for teaching these essential life skills. Science is an effective springboard for teaching students how to think independently about the world in which they live.

Comprehension strategies used in other content areas benefit students' understanding of science concepts. Reading graphs and charts, learning and applying vocabulary, and synthesizing information into main ideas and summarizations are a few examples. Math skills are also practiced and strengthened through activities such as finding measurements and asking and answering questions based on information in graphs and charts. Students answer open-ended questions and research and write based on specific scientific topics. The questioning process of the scientific method is used to facilitate critical thinking. The scientific method is also used to develop ways to model and demonstrate how students' questions about the real world can be explained.

Teachers use hands-on lab activities and demonstrations to actively involve students in the learning process. Teachers feel strongly about the benefits of teaching abstract scientific concepts through the use of concrete models. Technology is used to further reinforce the instructional concepts taught. Content related Promethean Planet flip charts for interactive electronic boards and videos from United Streaming

and other sources (i.e. VHS tapes and educational DVDs) are some of the various ways that technology is used to enhance student learning.

Many classrooms employ the use of different tools of assessment including in-class and out of class projects such as posters, diagrams, dioramas, and models. Content related field trips enrich learning by engaging all the senses. The Anson Jones Planetarium in Abilene, Texas, Hardwick's Nursery and the Community Museum both in Rising Star, the Japanese Gardens, Omni Theatre and the Museum of Natural Science all in Fort Worth, Texas are some of the science educational field experiences enjoyed by our students.

5. Instructional Methods:

Rising Star Elementary teachers use a variety of approaches (i.e. visual, kinesthetic, auditory, tactile, etc.) to meet educational needs. We are fortunate to have electronic board technology in all our classrooms, a portable laptop system, document cameras, and video conferencing/producing equipment accessible in our campus library. This allows us to pair curriculum concepts taught from our textbook to video presentations produced throughout Texas, the United States, and abroad for reinforcement. Teachers focus on students' interests by associating abstract concepts with real world applications.

Our campus has adopted scientifically based reading instruction as defined by the Texas Essential Knowledge and Skills (TEKS) and supported by the National Reading Panel as our core curriculum. All students are screened with valid and reliable reading instruments (i.e. Texas Primary Reading Inventory, AIMS web) to determine a need for Response to Intervention assistance. Teachers initially use whole group instruction and then determine which students, if any, need further individual, small group assistance, or peer tutoring. If additional support is required, students work with the Title I teacher. When special education services are needed, our goal is to mainstream these students into the regular classroom.

Students identified at risk for dyslexia or other reading difficulties utilize the My Reading Coach program. We also have achieved success in improving reading fluency with the Fluent Reading Trainer (FLRT) program. Dyslexic students receive individual directed instruction thirty minutes daily with a specialized teacher.

Economically disadvantaged students are monitored by classroom teachers and receive differentiated instruction as indicated by performance. Differentiation opportunities include small group and/or one-on-one instruction, as well as teacher and computer-based instruction. Importantly, performance is monitored throughout the year and communicated with parents. In May, the Optional Flexible Year Program (OFYP), which primarily serves these economically disadvantaged students, provides additional targeted small group and one-on-one instruction to meet specific instructional needs.

Our ESL teacher individually and in small group settings works with identified students, providing increased opportunity for English language acquisition. The ESL specialist and classroom teachers work cooperatively to meet the students' needs.

The methods utilized by our Gifted and Talented teacher add depth and complexity to the core curriculum, Texas Essential Knowledge and Skills (TEKS). Students think independently and analytically, developing skills essential for success in today's emerging global society. An individual student profile based on strengths, interests and learning styles is developed for each student using Renzulli Learning, a nationally renowned differentiation program.

6. Professional Development:

Because exemplary teachers are a significant indicator for student success, it is a goal of Rising Star Elementary to maintain highly effective, well-trained educators. Professional development is a vital part of our campus plan. All training is aligned to state objectives and designed to improve instruction and student learning. Our school and Region XIV Education Service Center (ESC XIV) provide professional

development to meet the needs of all students which includes a 76% population of economically disadvantaged students.

A district needs assessment in 2007 revealed our professional development training should focus on math in order to improve the percentage of students meeting standards on the state mandated test. ESC XIV provides teacher training to analyze data, identify objectives to address, and develop strategies to improve student learning. This concentrated professional development led to a 10% gain in the number of students meeting mastery in math on the state mandated test.

In 2007, our campus began placing additional emphasis on science. Training for Kindergarten through third grade teachers emphasized a hands-on curriculum. The fourth and fifth grade teachers continue to collaborate with a science consultant to reinforce student understanding of earth science concepts which was identified as an area in need of improvement. This concentrated professional development contributed to an 8% gain of students meeting mastery in science standards on the state mandated test.

Additionally, the campus utilizes technological tools to supplement curriculum. Electronic boards in every classroom and the ability to more readily incorporate online resources increase student engagement as well as mastery level. Teachers are also trained to use video conferencing, Eduphoria and CSCOPE. Eduphoria is an online application that allows teachers to disaggregate student data in order to target objectives. CSCOPE is an online curriculum support system that our campus uses as a lesson planning/scope and sequence supplement.

Rising Star Elementary teachers participate in professional development on Crisis Prevention Intervention, Texas Behavioral Support Initiative, and Response to Intervention. Special population teachers engage in Special Education, English as a Second Language, Gifted and Talented, and Title I workshops. These professional development opportunities are accessed online, at ESC Region XIV, through the Comanche Special Services Cooperative, and state conferences.

7. School Leadership:

School leadership at Rising Star Elementary is a collaborative process involving a family of lifelong learners pursuing excellence in teaching and learning. We strive to prepare students to not only achieve but to excel as indicated by our high percentage of students achieving in the top 10% on the state mandated test.

The leadership structure of Rising Star Elementary includes the Campus Site Based Decision Making Team which has a voice in campus direction. The committee helps determine professional development needs, assess the need for curriculum improvement, and determine needed updates to campus technology. Maintaining and increasing parent involvement in our school is an important role of the Campus Site Based Decision Making Team. The Student Health Advisory Committee considers the components of coordinated school health and advises the Rising Star Board of Trustees regarding related policies.

As instructional leader, Principal Barbara Long serves as the campus leader. At faculty meetings and in an open-door environment, she welcomes teacher input concerning the selection of research-based academic programs. Ms. Long ensures a positive school climate by articulating high expectations, communicating student achievement, and celebrating successes. Ms. Long identifies the needs of subgroups and provides effective programming. She coordinates personnel and develops a flexible schedule to meet the needs of students. Welcoming the students at the door each morning with a smile and visiting in classrooms and the cafeteria daily, Ms. Long's presence is one that indicates sincere involvement and caring support for staff and students. From tutoring students to coaching academic competition teams, she is an active member of the Rising Star Elementary campus. Our campus enjoys a sense of family by fostering a supportive relationship among faculty, staff, parents and the community.

Additionally, Superintendent Max Thompson and the Board of Trustees are integral components of our school leadership. Our Board of Trustees voices community expectations and their ongoing support has a

positive impact on student learning. Superintendent Thompson provides effective, positive, and visible leadership by supporting our principal and teachers in many ways including budgeting for curriculum and supporting professional development.

The school leadership exhibits a cooperative atmosphere conducive to student success. This is exemplified by consistent high campus ratings as determined by the Texas Education Agency resulting from exemplary state mandated test scores. These successes now culminate with our recognition as a Blue Ribbon School Program nominee.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	89	82	92	100
Commended	69	50	36	33	46
Number of students tested	16	18	11	12	13
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	83			
Commended	70	42			
Number of students tested	10	12			
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standards	100	100	100	100	100
Commended	71	53	30	42	57
Number of students tested	17	17	10	12	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standards	100	100			
Commended	55	45			
Number of students tested	11	11			
2. African American Students					
Met Standards					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standards					
Commended					
Number of students tested					
4. Special Education Students					
Met Standards					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standards					
Commended					
Number of students tested					
6.					
Met Standards					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	100	100	93	92
Commended	38	57	62	33	25
Number of students tested	16	7	13	15	12
Percent of total students tested	100	100	100	100	86
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100				92
Commended	31				25
Number of students tested	13				12
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	100	92	93	92
Commended	31	43	38	33	25
Number of students tested	16	7	13	15	12
Percent of total students tested	100	100	100	100	86
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	100	89	89	92
Commended	23	75	44	11	25
Number of students tested	13	4	9	9	12
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	86	81	100	87
Commended	29	50	38	54	53
Number of students tested	7	14	16	13	15
Percent of total students tested	100	100	100	87	83
Number of students alternatively assessed	0	0	0	2	3
Percent of students alternatively assessed	0	0	0	13	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard				100	
Commended				58	
Number of students tested				12	
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standards	100	100	94	80	100
Commended	29	43	31	20	20
Number of students tested	7	14	16	15	15
Percent of total students tested	100	100	100	94	83
Number of students alternatively assessed	0	0	0	1	3
Percent of students alternatively assessed	0	0	0	6	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standards				85	
Commended				23	
Number of students tested				13	
2. African American Students					
Met Standards					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standards					
Commended					
Number of students tested					
4. Special Education Students					
Met Standards					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standards					
Commended					
Number of students tested					
6.					
Met Standards					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	73	91	74	92
Commended	40	47	64	42	42
Number of students tested	15	15	11	19	12
Percent of total students tested	100	100	100	90	86
Number of students alternatively assessed	0	0	0	1	2
Percent of students alternatively assessed	0	0	0	5	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	92		100	73	
Commended	42		70	45	
Number of students tested	12		10	11	
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Published Annually Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	93	91	100	100
Commended	60	40	45	55	58
Number of students tested	15	15	11	20	12
Percent of total students tested	100	100	100	100	86
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100		100	100	
Commended	58		50	42	
Number of students tested	12		10	12	
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Commended					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	85	88	88	92
Commended	46	50	49	41	42
Number of students tested	54	54	51	59	52
Percent of total students tested	98	100	100	94	88
Number of students alternatively assessed	1	0	0	3	7
Percent of students alternatively assessed	2	0	0	5	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	98	82	86	88	94
Commended	43	50	51	39	37
Number of students tested	42	34	35	41	35
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	90	77			
Commended	30	38			
Number of students tested	10	13			
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	98	94	94	98
Commended	51	45	36	39	40
Number of students tested	55	53	50	62	53
Percent of total students tested	100	100	100	98	88
Number of students alternatively assessed	0	0	0	1	7
Percent of students alternatively assessed	0	0	0	2	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	97	94	93	97
Commended	42	45	35	33	36
Number of students tested	43	33	34	43	36
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	90	92			
Commended	20	42			
Number of students tested	10	12			
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX7